	English/Language Arts	Mathematics	Social Studies
ACTIVITY			
Check It Out! (3)	1.2.4, 1.2.7, 1.5.2, 1.7.1, 1.7.2	1.1.10, 1.6.1, 1.6.3	1.3.5, 1.3.8
Idea Pools (7)	1.2.7, 1.4.1, 1.4.2, 1.5.2, 1.5.5, 1.7.5, 1.7.9, 1.7.10	1.1.10, 1.5.5, 1.6.1, 1.6.3, 1.6.5	1.3.8
Let's Work Together (9)	1.2.4, 1.2.5, 1.2.7, 1.7.1, 1.7.2, 1.7.4	1.6.3	1.2.5, 1.5.2, 1.5.3, 1.5.4
Water Log (19)	1.4.2, 1.4.3, 1.5.2, 1.5.4, 1.6.1, 1.6.2, 1.6.7, 1.7.9	1.6.5	1.1.6, 1.2.5, 1.3.5, 1.3.6, 1.3.8
Molecules In Motion (47)	1.5.1, 1.5.2, 1.5.4, 1.7.8, 1.7.9		
Water Match (50)	1.7.1, 1.7.3, 1.7.10	1.1.10, 1.6.3	1.3.8
Aqua Bodies (63)	1.2.4, 1.7.1, 1.7.3, 1.7.4, 1.7.10	1.1.1, 1.1.10, 1.3.1, 1.5.5, 1.6.1, 1.6.2, 1.6.3, 1.6.4	1.3.5
Aqua Notes (66)	1.2.5, 1.7.1, 1.7.4	1.6.2	1.3.8
Life Box (76)	1.2.7, 1.7.2, 1.7.10	1.6.1, 1.6.3	1.3.8
Water Address (122)	1.7.2, 1.7.10	1.6.1	1.3.5, 1.3.8
A House Of Seasons (155)	1.2.4, 1.2.7, 1.7.10	1.1.10, 1.6.2	1.1.6, 1.3.5
Poetic Precipitation (182)	1.1.7, 1.1.8, 1.1.14, 1.5.3, 1.5.4, 1.7.5, 1.7.6, 1.7.8		
Rainy Day Hike (186)	1.2.4, 1.7.2, 1.7.4, 1.7.5	1.4.4, 1.4.7, 1.5.1, 1.6.1, 1.6.2	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.7, 1.3.8
Stream Sense (191)	1.2.4, 1.5.2, 1.5.4, 1.7.6, 1.7.9, 1.7.10	1.6.2, 1.4.6, 1.5.5	1.3.3, 1.3.4
The Thunderstorm (196)	1.7.1, 1.7.3, 1.7.9, 1.7.10	1.1.1, 1.1.9, 1.1.10, 1.5.5, 1.6.1, 1.6.2, 1.6.4	1.3.1, 1.3.2, 1.3.8
A-maze-ing Water (219)	1.4.1, 1.4.3, 1.5.2, 1.5.4, 1.5.5, 1.7.1, 1.7.9, 1.7.10	1.4.6, 1.6.1, 1.6.2, 1.6.3, 1.6.5	1.2.5, 1.3.8, 1.3.4
Common Water (232)	1.7.1, 1.7.2, 1.7.5, 1.7.9, 1.7.10	1.5.5, 1.6.1, 1.6.2, 1.6.3	1.1.1, 1.2.2, 1.2.5, 1.3.8, 1.5.3
A Drop In The Bucket (238)	1.7.1, 1.7.2, 1.7.10	1.5.5, 1.6.1, 1.6.2	1.2.5, 1.3.1, 1.3.2, 1.3.8
Irrigation Interpretation (254)	1.7.2, 1.7.10	1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5	1.3.5, 1.3.8
The Long Haul (260)	1.7.1, 1.7.2, 1.7.4, 1.7.8, 1.7.9, 1.7.10	1.2.1, 1.5.5, 1.6.1, 1.6.2, 1.6.5	1.1.1, 1.3.8, 1.4.1, 1.4.5

	English/Language Arts	**Mathematics**	**Social Studies**
ACTIVITY			
Wet-Work Shuffle (360)	1.7.1, 1.7.4, 1.7.9,1.7.10	1.5.1, 1.6.2	1.4.3
Choices And Preferences, Water Index (367)	1.7.10	1.1.10, 1.6.1, 1.6.3, 1.6.5	1.2.2, 1.3.8, 1.4.1
Cold Cash In the Icebox (373)	1.7.1, 1.7.2	1.3.1, 1.5.4, 1.6.1, 1.6.2, 1.6.4	1.1.1, 1.1.2, 1.4.1
Pass The Jug (392)	1.7.1, 1.7.2, 1.7.8	1.6.1, 1.6.2, 1.6.3	1.1.2, 1.2.2, 1.2.5, 1.4.1
What's Happening? (425)	1.4.1, 1.7.1, 1.7.10	1.1.1, 1.1.10, 1.6.4	1.5.3
Water In Motion (450)	1.5.2, 1.5.5, 1.7.1, 1.7.3, 1.7.6, 1.7.10	1.1.1, 1.5.5, 1.6.1, 1.6.2	
Water Write (457)	1.4.1, 1.4.3, 1.5.1, 1.5.2, 1.5.4, 1.5.5, 1.7.6, 1.7.8, 1.7.9, 1.7.10		1.2.2, 1.4.1

Grade 1

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Phonemic Awareness

1.1.7 Create and state a series of rhyming words.

WET Activities (page): 182

1.1.8 Add, delete, or change sounds to change words.
Example: Tell what letter you would have to change to make the word *cow* into the word *how*. Tell what letter you would have to change to make the word *pan* into *an*.

WET Activities (page): 182

Decoding and Word Recognition

1.1.14 Read common word patterns (-*ite*, -*ate*).
Example: Read words, such as *gate*, *late*, and *kite*.

WET Activities (page): 182

Standard 2
READING: Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).*

Comprehension and Analysis of Grade-Level-Appropriate Text

1.2.4 Follow one-step written instructions.

WET Activities (page): 3, 9, 63, 155, 186, 191

1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

WET Activities (page): 9, 66

1.2.7 Relate prior knowledge to what is read.
Example: Read a text or story, such as *My Sister Is My Friend* by Hannah Markley, and tell

about a time an older person helped you do something, the way the character in Markley's story is helped by her older sister.

WET Activities (page): 3, 7, 9, 76, 155

Standard 4
WRITING: Process

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

1.4.1 Discuss ideas and select a focus for group stories or other writing.

WET Activities (page): 7, 219, 425, 457

1.4.2 Use various organizational strategies to plan writing.

WET Activities (page): 7, 19

Evaluation and Revision

1.4.3 Revise writing for others to read.

WET Activities (page): 19, 219, 457

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:

1.5.1 Write brief narratives (stories) describing an experience.
Example: Write a short story titled *My Friend* describing an experience that is real or imagined.

WET Activities (page): 47, 457

1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.
Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.

WET Activities (page): 3, 7, 19, 47, 191, 219, 450, 457

1.5.3 Write simple rhymes.

WET Activities (page): 182

1.5.4 Use descriptive words when writing.
Example: Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*.

WET Activities (page): 19, 47, 182, 191, 219, 457

1.5.5 Write for different purposes and to a specific audience or person.
Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

WET Activities (page): 7, 219, 450, 457

Standard 6
WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

1.6.1 Print legibly and space letters, words, and sentences appropriately.

WET Activities (page): 19

Sentence Structure

1.6.2 Write in complete sentences.

WET Activities (page): 19

Capitalization

1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

WET Activities (page): 19

Standard 7
LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

1.7.1 Listen attentively.

WET Activities (page): 3, 9, 50, 63, 66, 196, 219, 232, 238, 260, 360, 373, 392, 425, 450

1.7.2 Ask questions for clarification and understanding.

WET Activities (page): 3, 9, 76, 122, 186, 232, 238, 254, 260, 373, 392

1.7.3 Give, restate, and follow simple two-step directions.

WET Activities (page): 50, 63, 196, 450

Organization and Delivery of Oral Communication

1.7.4 Stay on the topic when speaking.

WET Activities (page): 9, 63, 66, 186, 260, 360

1.7.5 Use descriptive words when speaking about people, places, things, and events.

WET Activities (page): 7, 186, 232

Speaking Applications

1.7.6 Recite poems, rhymes, songs, and stories.

WET Activities (page): 182, 191, 450, 457

1.7.8 Relate an important life event or personal experience in a simple sequence.

WET Activities (page): 47, 182, 260, 392, 457

1.7.9 Provide descriptions with careful attention to sensory detail.

WET Activities (page): 7, 19, 47, 191, 196, 219, 232, 260, 360, 457

1.7.10 Use visual aids, such as pictures and objects, to present oral information.

WET Activities (page): 7, 50, 63, 76, 122, 155, 191, 196, 219, 232, 238, 254, 260, 360, 367, 425, 450, 457

Grade 1

In this technological age, mathematics is more important than ever. When students leave school, they are more and more likely to use mathematics in their work and everyday lives — operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.

The state of Indiana has established the following mathematics standards to make clear to teachers, students, and parents what knowledge, understanding, and skills students should acquire in Grade 1:

Standard 1 — Number Sense

Understanding the number system is the basis of mathematics. Students develop this understanding by first counting sets of objects and then moving on to writing numbers in figures. They learn how we group numbers in tens and ones, allowing them to write numbers up to 100. They find the number one more or one less than a given number. They put numbers up to 10 in order of size and use the terms *first*, *second*, *third*, etc. Students also learn about fractions, understanding that fractions compare a part of a set to the whole set.

Standard 2 — Computation

Fluency in computation is essential. As students learn about the whole numbers up to 100, they also learn how to add and subtract them. They use objects to join sets together (for addition) and to remove objects from sets (for subtraction). They become familiar with different ways of looking at the same number using objects and figures. They also learn that addition and subtraction are opposites of each other and that zero has special properties.

Standard 3 — Algebra and Functions

Algebra is a language of patterns, rules, and symbols. Students at this level relate word problems to number sentences in symbols, such as $7 + 6 = 13$, and learn some of the rules relating addition and subtraction. They also continue number patterns using addition.

Standard 4 — Geometry

Students learn about geometric shapes and develop a sense of space. They describe and draw simple shapes, comparing and sorting them by such attributes as size and number of sides. They learn the meaning of words, like *near* and *behind*, that relate to positions in space and use them to give and follow directions. They identify objects as two- or three-dimensional and describe the faces of solid objects. They also recognize geometric shapes in the world around them.

Standard 5 — Measurement

The study of measurement is essential because of its uses in many aspects of everyday life. Students begin their study of measurement by comparing objects' length, weight, temperature, etc. Then they become more precise and find, for example, that the length of their desk is 8 pencil-lengths. From this, they move toward understanding the need for standard units of length: inch, foot, yard, centimeter, and meter. They learn how to tell the time on a clock to the nearest half hour. They also learn about money: the values of pennies, nickels, and dimes.

Standard 6 — Problem Solving

In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with numbers, geometry, or measurement, for example, students at this level move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

As part of their instruction and assessment, students should also develop the following learning skills by Grade 12 that are woven throughout the mathematics standards:

Communication

The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.

Reasoning and Proof

Mathematics is developed by using known ideas and concepts to develop others. Repeated addition becomes multiplication. Multiplication of numbers less than ten can be extended to numbers less than one hundred and then to the entire number system. Knowing how to find the area of a right triangle extends to all right triangles. Extending patterns, finding even numbers, developing formulas, and proving the Pythagorean Theorem are all examples of mathematical reasoning. Students should learn to observe, generalize, make assumptions from known information, and test their assumptions.

Representation

The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. The concept of one-fourth may be described as a quarter, $\frac{1}{4}$, one divided by four, 0.25, $\frac{1}{8} + \frac{1}{8}$, 25 percent, or an appropriately shaded portion of a pie graph. Higher-level mathematics involves the use of more powerful representations: exponents, logarithms, π, unknowns, statistical representation, algebraic and geometric expressions. Mathematical operations are expressed as representations: +, =, divide, square. Representations are dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts.

Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas (algebra, geometry, the entire number system). Mathematics is also the common language of many other disciplines (science, technology, finance, social science, geography) and students should learn mathematical concepts used in those disciplines. Finally, students should connect their mathematical learning to appropriate real-world contexts.

Standard 1
Number Sense

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

1.1.1 Count, read, and write whole numbers* up to 100.
Example: Read "seventy-two" for the number 72.

WET Activities (page): 63, 196, 425, 450

1.1.9 For a set of 8 or fewer objects, describe a subset as "__ out of __ parts" and write the fraction.
Example: Given 3 red pencils and 2 blue pencils, describe the subset of red pencils as "3 out of 5 parts" and write the fraction of the pencils that are red.

WET Activities (page): 196

1.1.10 Represent, compare, and interpret data using pictures and picture graphs.
Example: Use a picture graph to show how many dogs, cats, etc. your friends have. Which kind of pet appears most often? Explain your answer.

* whole number: 0, 1, 2, 3, etc.

WET Activities (page): 3, 7, 50, 63, 155, 196, 367, 425

Standard 2
Computation

Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

1.2.1 Show the meaning of addition (putting together, increasing) using objects.
Example: Put together 3 pencils and 5 pencils. Tell how many pencils you have and explain what you are doing.

WET Activities (page): 260

Standard 3
Algebra and Functions

Students use number sentences with the symbols +, –, and = to solve problems.

1.3.1 Write and solve number sentences from problem situations involving addition and subtraction.
Example: You have 3 pencils and your friend has 2 pencils. You want to know how many pencils you have altogether. Write a number sentence for this problem and use it to find the total number of pencils.

WET Activities (page): 63, 373

Standard 4
Geometry

Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.

1.4.4 Identify objects as two-dimensional or three-dimensional.
Example: Sort various objects (cube, square, triangle, prism) into the categories "two-dimensional" and "three-dimensional". Explain your choices.

WET Activities (page): 186

1.4.6 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.
Example: Name objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.

WET Activities (page): 191, 219

1.4.7 Identify geometric shapes and structures in the environment and specify their location.
Example: Find as many rectangles as you can in your classroom. Record the rectangles that you found by making drawings or using a camera.

* face: a flat side, like the front of a cereal box

WET Activities (page): 186

Standard 5
Measurement

Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.

1.5.1 Measure the length of objects by repeating a nonstandard unit or a standard unit.
Example: Measure the length of your desk in pencil-lengths.

WET Activities (page): 186, 360

1.5.4 Measure and estimate the length of an object to the nearest inch and centimeter.
Example: Have some students measure the width of the doorway in inches and some measure it in centimeters. Discuss why these are better ways of measuring than using the pieces of string.

WET Activities (page): 373

1.5.5 Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a nonstandard unit.
Example: Use a scale or balance to see how many crayons weigh the same as a shoe.

WET Activities (page): 7, 63, 191, 196, 232, 238, 260, 450

Standard 6
Problem Solving

Students make decisions about how to set up a problem.

1.6.1 Choose the approach, materials, and strategies to use in solving problems.
Example: Solve the problem: "The number 10 can be written in different ways using addition: 10 = 4 + 6 or 10 = 1 + 9 … Find how many ways you can write 10 by adding two numbers." Use blocks to set up the problem.

WET Activities (page): 3, 7, 63, 76, 122, 186, 196, 219, 232, 238, 254, 260, 367, 373,

392, 450

1.6.2 Use tools such as objects or drawings to model problems.
Example: In the first example, show the number 10 using addition of whole numbers by counting out ten blocks. Divide them into two piles and write a number sentence that shows the number in each pile of blocks.

WET Activities (page): 63, 66, 155, 186, 191, 196, 219, 232, 238, 254, 260, 360, 373, 392, 450

Students solve problems and justify their reasoning.

1.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.
Example: In the first example, make two piles of ten blocks; separate one block from the first pile and count the number of blocks left. Separate two blocks from the second pile and count the number left. Describe any pattern of numbers that you find.

WET Activities (page): 3, 7, 9, 50, 63, 76, 219, 232, 254, 367, 392

1.6.4 Make precise calculations and check the validity of the results in the context of the problem.
Example: In the first example, check your results by setting out 10 blocks showing 1 + 9, another 10 blocks showing 2 + 8, and so on. Continue to count out piles of 10 blocks to find the total number of ways that ten blocks can be separated into two piles. Describe the patterns that you find and how you know that you have found all of them.

WET Activities (page): 63, 196, 254, 373, 425

1.6.5 Understand and use connections between two problems.
Example: Use the problem you have just solved to find how many ways you can write 16 by adding two numbers.

WET Activities (page): 7, 19, 219, 254, 260, 367

GRADE 1

The Home, School, and Nearby Environments

Students in Grade 1 examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school, and nearby environments.

The Indiana's K – 8 academic standards for social studies are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade 1 are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History
Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Standard 2 — Civics and Government
Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3 — Geography
Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

Standard 4 — Economics
Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

Standard 5 — Individuals, Society, and Culture
Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.

Standard 1
History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Historical Knowledge

1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.
Example: People today use different kinds of technology, such as computers, in comparison to the types of technology people used in the past.

WET Activities (page): 232, 260, 373

1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.
Example: Aspects of daily life might include roles of men, women, and children, styles of dress, work within and outside the home, popular games, transportation, schooling, and manners.

WET Activities (page): 373, 392

Chronological Thinking

1.1.6 Use terms related to time to order events sequentially that have occurred in the school.
Example: Identify and order school events using the terms "past" and "present;" discuss national holidays and historical events associated with the holidays.

WET Activities (page): 19, 155

Standard 2
Civics and Government

Students will explain the meaning of government, explain why rules and laws are needed in the school and community, identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

Foundations of Government

1.2.2 Identify rights that people have and identify the responsibilities that accompany these rights.
Example: People have the right to own property, such as a house, but this means taking responsibility for the maintenance of the house.

* authority: power that people have the right to use because of custom or law

WET Activities (page): 232, 367, 392, 457

Roles of Citizens

1.2.5 Suggest ways that students' actions can contribute to the common good of the community.
Example: Students help to keep the classroom and school clean by properly disposing of trash.

WET Activities (page): 9, 19, 219, 232, 238, 392

Standard 3
Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

The World in Spatial Terms

1.3.1 Explain the basic difference between a map* and a globe*.

WET Activities (page): 186, 196, 238

1.3.2 Identify the cardinal directions (north, south, east, west) on maps and globes.

* map: a map is flat and can represent only a part of Earth's surface
* globe: a globe is round and can show the entire Earth

WET Activities (page): 186, 196, 238

Places and Regions

1.3.3 Identify the relative locations* of places in the school setting.
Example: The relative location of the school might be described as "across the road from the fire station" or "near the river."

WET Activities (page): 186, 191

1.3.4 Identify physical features* and human features* in the geography of school and community.

* relative location: the location of a place in relation to another place or places
* physical features: geographic features that occur in nature, such as land and water forms, natural vegetation, and wildlife
* human features: features created by humans, such as farms, cities, buildings, and roads

WET Activities (page): 186, 191, 219

Physical Systems

1.3.5 Explain the effect of seasonal changes on plants, animals, and people.
Example: Some animals hibernate in winter; people may wear lighter-weight clothing in summer; most plants exhibit new growth in spring.

WET Activities (page): 3, 19, 63, 122, 155, 254

1.3.6 Observe and record the physical processes related to weather on a daily basis.
Example: Rainy, sunny, cloudy, warm, cold.

WET Activities (page): 19

Human Systems

1.3.7 Draw simple maps that show how land is used in the school and local community.
Example: Draw maps of the school setting that show the playground and different parts of the school building; make maps that show where people live and work.

WET Activities (page): 186

Environment and Society

1.3.8 Give examples of natural resources — such as water, trees, plants, and soil — and describe how people in the school and community use these resources.

WET Activities (page): 3, 7, 19, 50, 66, 76, 122, 186, 196, 219, 232, 238, 254, 260, 367

Standard 4
Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

1.4.1 Identify goods* that people use.

WET Activities (page): 260, 367, 373, 392, 457

1.4.3 Compare and contrast different jobs people do to earn income.

WET Activities (page): 360

1.4.5 Explain that people have to make choices about goods and services because of scarcity*.

WET Activities (page): 260

Standard 5
Individuals, Society, and Culture

Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.

1.5.2 Identify groups to which people belong.
Example: Boy Scouts, Girl Scouts, clubs, musical groups.

WET Activities (page): 9

1.5.3 Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully.

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1.5.4 Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.

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